

IMPROVING STUDENTS' READING COMPREHENSION ON DESCRIPTIVE TEXT BY USING JIGSAW II TECHNIQUE

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Abstrak: Penelitian ini dilaksanakan untuk meningkatkan kemampuan siswa memahami teks deskriptif, khususnya ide pokok, informasi pendukung, makna tersirat, kata ganti, dan kosa kata dengan menggunakan teknik Jigsaw II. Penelitian ini adalah sebuah Penelitian Tindakan Kelas yang dilaksanakan dalam tiga siklus. Subjek dari penelitian ini adalah Kelas delapan A, yang berjumlah 32 siswa. Data penelitian ini dikumpulkan melalui daftar pengamatan, catatan lapangan, dan tes, sedangkan data tersebut kemudian dianalisa dengan mendeskripsikan daftar pengamatan dan catatan lapangan, dan membandingkan hasil test pada setiap siklus dengan menggunakan rumus nilai rata-rata. Berdasarkan hasil tersebut, itu menunjukkan bahwa kemampuan siswa memahami teks deskriptif meningkat dalam tiga siklus melalui teknik Jigsaw II.

Kata kunci: Pemahaman Membaca, Jigsaw II, Teks Descriptive

Abstract: This research is conducted to improve the students' reading comprehension on descriptive text, particularly on main idea, supporting details, inference, reference, and vocabulary, by using Jigsaw II technique. It is a Classroom Action Research which is conducted in three cycles. The subject of this research is eighth grade of class A, numbering 32 students. The data is collected by using observation checklist, fieldnote, and test, while the data is analyzed by describing the observation checklist and fieldnote, and comparing the tests' result on each cycle by using formula of mean score. Based on the results, it shows that the students' reading comprehension on descriptive text improves in three cycles by using Jigsaw II technique.

Key words: Reading Comprehension, Jigsaw II, Descriptive Text

Reading is one of learning ways for students to enrich their ability and knowledge. In reading, the students are expected to be able to comprehend what they have read. "Reading means to understand the meaning of printed word. It is an active process which consists of recognition and comprehension skill" (Patel & Jain, 2008). Reading is not only about how to pronounce and to know the meaning of words, but also how the readers comprehend the idea of the writer in written form. Reading cannot be separated from comprehension. Comprehension is an active process which the reader actively engages in a text to construct meaning.

Based on the English syllabus of eighth grade in the first semester, students are expected able to comprehend recount and descriptive texts. Nevertheless, many students had problem in comprehending the text, especially occurred in class VIII A of SMPN 2 Pontianak. The students got difficulty particularly on descriptive text. From the result of interview to the English teacher, many students did not pass minimum standard adequacy (SKM) on descriptive text. It is supported by pre-test which was done to the students, the result indicated the students had problem in comprehending descriptive text, especially on main idea, supporting details, reference, inference, and vocabulary.

Moreover, in the teaching learning process, the students seldom got involved actively in the activities in classroom. The teacher tended using traditional method which asked the students to read and completed the task by themselves individually. Smart students might do it well, while the students who did not have good ability in English would difficult in doing the task without helping from their friends. Not all of students took part actively in this teaching learning process. The students less motivated in learning. Therefore, many passive learners in classroom as long as process of teaching and learning.

Based on the fact above, we needed to solve those problems immediately. The teacher had to consider another technique that can help students in solving their problem in order to have better comprehension on descriptive text and make the students more active in teaching learning process. Regarding the situation, the researcher chose jigsaw II technique to solve the problems. Jigsaw technique II which was developed by Slavin (1980), is a technique of cooperative learning method which allows the students to work together in a group, and to take responsibility of his/her own learning. The students do not only work in group, but also have responsibility for their work as well as for the group to achieve one goal together. In this group discussion, each student has his/her own responsibility to comprehend the material. However, this technique consists of 5 main activities, namely reading; expert group discussion; home group reporting; testing; and group recognition.

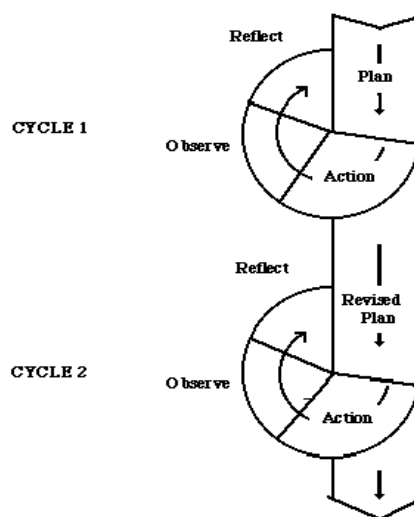
Jigsaw II is effective technique which could improve the students' reading comprehension and encourage the students to be more active. It was proven by Refai (2011) by his research entitled "*Implementing Jigsaw II Strategy to improve the 11th Graders' Reading Comprehension at MA Muhammadiyah Metro*". The findings of the research revealed that Jigsaw II can improve the students' reading comprehension ability. Jigsaw II is not only helps the students to improve their reading. In addition, Prom-D (2012) also proved that Jigsaw II gave good effect on students' achievement in reading comprehension after being taught by using Jigsaw II technique. Besides, the students' speaking skill and listening also appeared during applying this technique in classroom on his study entitled "*The Effect of Jigsaw II technique on Reading Comprehension of Mattayom Suksa 1 Students*." The researcher believes that this technique has helped the students in comprehending the descriptive text related to main idea, supporting details, inference, reference, and vocabulary, and motivate the students to be more active in learning.

METHOD

A research which is appropriating used to examine teaching practice is classroom action research. Classroom action research is a kind of research that is used to examine teachers own practice, to solve problem and to do innovation in their teaching. Kemmis and McTaggart (1992:22–5) in Cohen., et al (2005:229) stated that action research is an approach which trying to improving education by changing it and learning from the consequences of changes, it is a participatory which people work towards the improvement of their own practices (and only secondarily on other people's practices).

In addition, it develops through the self-reflective spiral: a spiral of cycles of planning, acting (implementing plans), observing (systematically), reflecting...and then replanning (Kemmis and McTaggart, 1992) in Arikunto (2006: 91) . The cycle can be described as follows:

The Stages of Classroom Action Research



1. Planning is a stage where the researchers prepare everything they need in order to solve the problem in research process.
2. Acting is a process of research that is done based on the planning.
3. Observing is a stage where the researcher observe what happens during the research. Observing is done to collect the data during the research.
4. Reflecting is stage where the researcher reflects what have been done in classroom. From the reflecting, the researcher can conclude what should be done next and what should be improve from the research. If the problem has not been solved yet in one cycle, so the researcher should have another cycle by revising the plan, doing action, observing and reflecting again until the problem are solved.

Based on the problem which was faced by the students, the researcher decided to use Jigsaw II technique. To solve the students' problem and improve

the students' ability in reading comprehension of descriptive text, the researcher conducted the research in three cycles which was divided into 6 meetings. In this research, the researcher began the research by identifying the problems and figuring the solution out. From the identification of problems, the researcher made planning. The plans includes lesson plan and the instruments to collect the data including observation checklist, field note, and supporting materials that was needed in lesson plan in order to help the students in solving the problems.

However, technique which was used in solving the students' problem requires base score to determine the students' improvement, so the researcher collected final score of each student on the previous year and did pre-test of descriptive text; the sum of the score would be base score for students. Based on the planning, the researcher did action in classroom. Since this is collaborative action research, so the researcher acted as collaborator who observed the activities in classroom, while the English teacher applied the Jigsaw II technique in the classroom. The teacher presented the material based on lesson plan which was designed by the researcher and the teacher. The teacher taught descriptive text by using jigsaw II technique in classroom.

While acting in classroom, the researcher observed what happened in the classroom to gather data by using observation checklist and field note. The researcher observed the process from the beginning until the teaching learning process was over. From the observation, the researcher knew about the students' improvement through teaching and learning process. Besides observation checklist and field notes, the researcher also used written test to collect data in order to measure the students' reading comprehension on descriptive text. Based on the observation, the teacher and the writer discussed about teaching learning process. From the observation, the researcher and the teacher gave feedback to each other about what had been done. Then, the researcher decided to conduct another cycle in improving the process in classroom.

The researcher conducted the research in class VIII A of SMPN 2 Pontianak which consisted of 32 students. It was because many students had problem in comprehending descriptive text in this class. Besides, the number of students in this class was suitable for applying the technique. In collecting data, the researcher used observation checklist, field notes, and written test which consisted of 15 multiple choice. Observation checklist and field notes were used during observation to see the students' and the teacher's performance in classroom, and also to know the process during applying the technique. While written test, was used to measure the students' ability in comprehending the text.

FINDINGS AND DISCUSSION

a. Findings

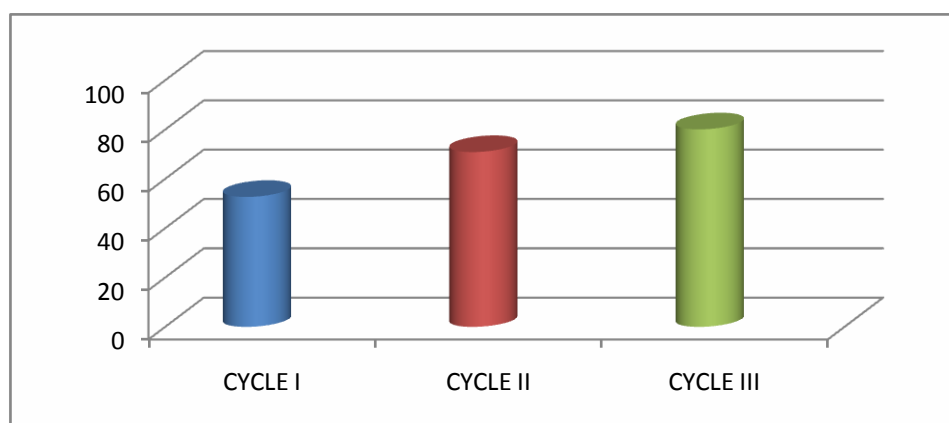
The research was conducted in three cycles, and the result indicated the improvement of students' comprehension in descriptive texts related to the main ideas, supporting details, referent, inference, and vocabulary. The students were able to find the answers of the comprehension test well. Besides, their

performances or activities in the classroom were getting better, their mean score also improved from cycle I to cycle III. In this research, the researcher indicated the improvement based on their mean score in each cycle, the students who passed SKM, the percentage of mean score on each aspect of reading comprehension. However, the most important in this research was the process in the classroom.

During conducting the research in the classroom, the students showed the improvement in teaching learning process. The students more active in responding the teacher's questions and took part actively in group working than before. The students tried to learn how to responsible and achieve the goal together in order to get achievement. In addition, the students learn together in comprehending text and support each other. Besides the students, the teacher also showed improvement in classroom. From the teacher didn't understand well about applying Jigsaw II technique in the classroom until the teacher could apply the technique well. All of the improvement's process in the classroom can be seen from the observation by the researcher in the classroom by using observation checklists and field notes.

After conducting the research in thrice, the researcher also found that the students' mean score were improved from cycle I to cycle III. The mean score of students were derived from written test in each cycle. In cycle I, mean score of students were 52.71. This mean score was categorized as poor. Then, in cycle II improved to 70.90. The categorized was better from poor to average. Finally, in cycle II the students could reach 80.13 for mean score. It showed that the students' ability improved from one cycle to another. The chart can be seen as follows:

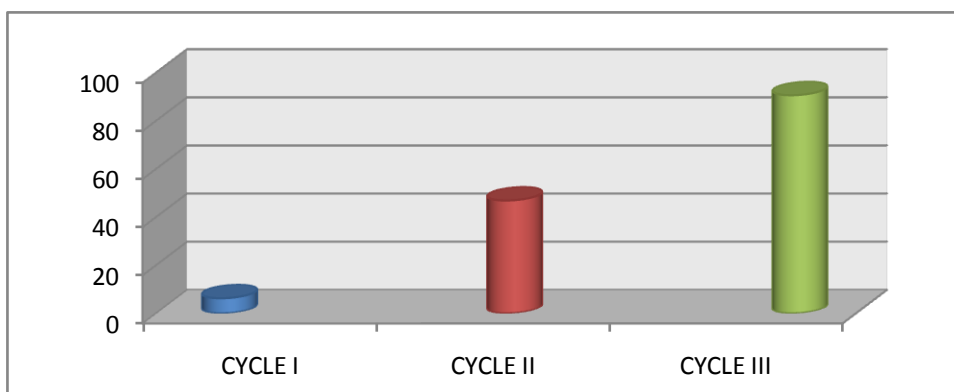
Chart 1. The Students Mean Score on each Cycle



Besides mean score which is getting better, the number of students who passed SKM also improved from cycle I to cycle III. In cycle I only two students who passed SKM of thirty-two students in the classroom. The percentage was only 6.25%. In cycle II, the number of students improved than before. There were fifteen students who passed SKM. The percentage was getting better to 46.87%. Then, in cycle III the improvement was great. All students who have test could pass SKM that was twenty-nine students of thirty-two because three of them were

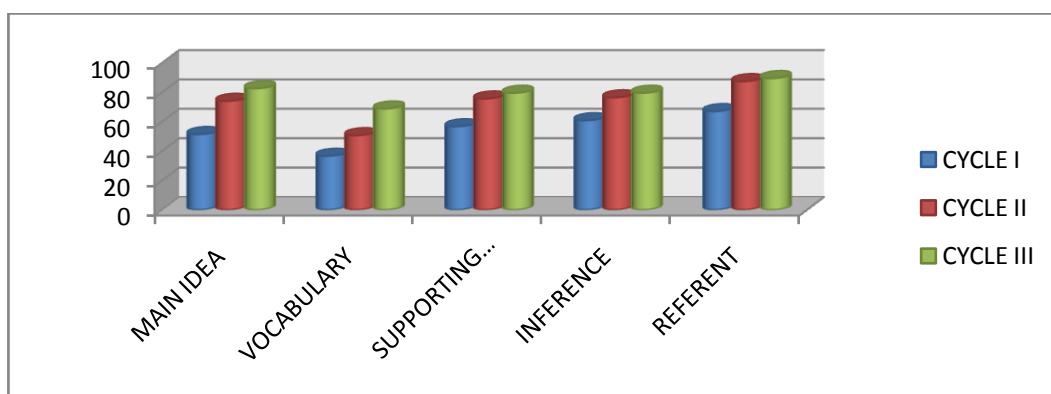
absent. So, the percentage reached 90.62. It also indicated that there was improvement in achievement during the research by using Jigsaw II technique. The chart is as following:

Chart 2. The Percentage of Students Who Passed SKM



Beside the mean score of students in each cycle, the researcher also presented the result of students' achievement on each aspect of comprehension including main idea, supporting details, referent, inference, and vocabulary. The students also showed improvement on each aspect of comprehension from cycle I to cycle III. From the result of test in each cycle, the researcher found that the mean score of main idea in cycle I was 51.5; in cycle II it was improved to 74.1; and it reached 82.7 in cycle III. The ability of students in identifying supporting details in cycle I was 56.8; in cycle II was 75.7; and it improved to 79.6 in cycle III. While the ability in mastering vocabulary was 36.7 in cycle I; 50.7 in cycle II; and 68.9 in cycle III. The ability in making inference was 60.9 in cycle I; it improved to 76.6 in cycle II; then it reached 81 in cycle III. Besides, the ability of students in determining referent also improved. In cycle I, the mean score was 67.1; 87.5 in cycle II; and finally it could reach 89.6 in cycle III. From the result, it also indicated that the students' ability in comprehending descriptive text by using Jigsaw II was improved. The following is the chart of improvement:

Chart 3. The Result of Students' Comprehension Achievement in Each Cycle



In conclusion, Jigsaw II technique could improve reading comprehension on descriptive text on the eighth grade Student of SMPN 2 Pontianak. The improvement did not only occur on the process in the classroom, but also the result of test in each cycle showed improvement. This technique improved the students' comprehension by letting the students worked together to comprehend the certain paragraph in expert group and shared it to their friends in home group. Each student had responsibility to comprehend the paragraph well in order they could share it to their friends in home group. In home group, all students had responsibility to comprehend all paragraph of text because their comprehension would be measured by individual test. Their efforts in comprehending text would be recognized in group recognition to emphasize that their efforts in group to comprehend the material were countable. By group reward in group recognition, made the students motivated themselves to do better and enjoyed their activities in the classroom. As the result, Jigsaw II could solve the students' problem to improve their ability in comprehending descriptive text.

b. Discussion

The findings showed that Jigsaw II could improve the students' ability in comprehending descriptive text, especially in VIII A of SMPN 2 Pontianak. Since the students faced problem in reading comprehension, especially in descriptive text covering main idea, supporting details (specific information), vocabulary, implicit information (inference), and referent. Therefore, the researcher tried to solve the problem by a technique which was believed had power to solve the problems. The researcher chose jigsaw II as a technique which was appropriate to solve the students' problem on descriptive text. In this technique, the students were divided into two kinds of groups: home group and expert group. The students' roles and contributions in each group were very important. In expert group, the students were encouraged to comprehend particular paragraph well in order they could share it to their friends in home group and collect each paragraph together into complete text. This activity led the students to work cooperatively and built their responsibility. Besides, the students also motivated themselves to learn in order to get reward. So, their efforts in group were really countable.

Based on the observation checklist and field notes, the activities in cycle I did not run smoothly. The researcher found some weaknesses in this cycle related to the teacher's and the students' performances in the classroom and the students' comprehension on descriptive text. In cycle I, the teacher and the students got confused about the procedure of technique. The teacher did not understand about the scoring system in group recognition, so the researcher had to handle this activity in the classroom. As the result, the activity was not accomplished well. The students did not their role and contribution in group. The students did not work cooperatively in group and motivate each other to achieve the goal of learning. The students also still became passive learners; only some of them who took part actively in the activities. Besides, the students' means score also low and not more than half students passed SKM. The goal of learning did not achieve as expected by the researcher.

In cycle II, the students showed good improvements in the activities and their comprehension on descriptive text, as well as the teacher's performances. The teacher understood well the procedure of technique from first to the end of activities. The teacher also could motivate the students well. In this cycle, the teacher acted as facilitator and motivator. The students also knew what they had to do in the classroom. They took part actively in expert groups and home group's discussion even though there were students who did not work seriously. They worked cooperatively and promoted each other to complete the task. The students also were more enthusiastic in learning than before. Since many students did not pass SKM and the means score of students were still satisfactory. Therefore, the researcher needed to conduct cycle III.

In cycle III, the students were very enthusiastic in learning. All students got involved actively in group discussion to comprehend the material. Not only comprehending the descriptive text which covered five improved aspects of reading, but also their comprehension on the characteristic of descriptive text getting better. The students were very exciting in learning by using this technique. The students recognized that the technique was more interesting than the technique which was used by the teacher before it.

During working in group to accomplish the task from the teacher, besides worked cooperatively, translate all sentences in the paragraph of text also helped the students to accomplish the task and understand the text easier. In first cycle, the students did not work cooperatively and didn't translate all sentences in the paragraph, made the students a little bit hard to understand the text. For the smart students, it was not matter for them eventhough they didn't translate it because they understood what the sentences mean, but for the other students who were not have high competency in English, it was hard to understand it. Then, in cycle II, the researcher and the teacher agreed to ask the students translated all sentences in paragraph. The students also showed their cooperation in accomplishing the task. As the result, the students could understand the text. Eventhough, there were students who did not understand well. In cycle III, all students worked cooperatively and seriously. They also translated all sentences in paragraph. Finally, the students could comprehend the text well and they could answer the questions in individual test easily. This technique was considered successful in this research. It was not only shown from the process of activities, but also their comprehension test. In the first cycle, the mean score of students reading comprehension was 52.71; in the second cycle was 70.90; and the third cycle was 80.13. These scores indicated that the students' ability in comprehending descriptive text by using Jigsaw II technique improved in every cycle. In cycle I, the students' ability was categorized as poor to average; in cycle II, it improved to average to good; and in cycle III, the students' ability was very satisfying, the students could be categorized as good to excellent.

The improvements happened from cycle I, II, and III. The improvement from cycle I to II was 18.19 points; from cycle II to cycle III was 9.43 points. The improvement point from cycle I to II is higher than cycle II to III. It was because the students' score of students in cycle I made them were motivated to reach

higher than it. In cycle 3, the students improved their score even though it was not higher than before, the teacher and the writer were satisfactory with the result.

Based on aspect of reading comprehension, the students' ability also improved. The improvements were analyzed from their ability in answering the question of individual test. From the result of students' ability in comprehending descriptive text, Jigsaw II technique could improve the students' reading comprehension on descriptive text from cycle I to III. It could improve students' ability in mastering vocabulary, grasping main idea, identifying supporting details, making inference, and determining referent. The improvement did not only on their individual score, but also on their learning process in classroom during working in group.

All of this process also helped the students to pass SKM in that school on reading comprehension that is 72. In cycle I, only 2 students could pass SKM with percentage 6.25 %. Since the students had problem in reading comprehension and they confused with new technique which was applied in their classroom, made the students awkward in learning. In cycle II, there were 15 students who passed SKM with percentage 46.87%. It showed that there was improvement from cycle I to II. Then in cycle III, all of students could pass SKM, except three students who were absent. So, total of students who passed SKM in cycle III were 29 students with percentage 90.62%.

By this technique, the students built their cooperation, diligence, and responsibility. First, they did not cooperate well with their friend and being diligent because they did not know that there was reward at the end of meeting. The students also did not responsible on their material. At second cycle, the students worked cooperatively, but there were some students who worked individually. All students being diligent in order to get reward, so they were motivated to learn and understand the material. The students also being responsibility by learning together to comprehend the material in order they could share the material to their friends in group and responsible to comprehend the material together in order they could answer individual test correctly and got reward for their group. In last cycle, all of students participated actively in learning, being responsibility and diligent in learning, and also cooperate each other to achieve the successful of group.

CONCLUSION

The result of research showed that by using Jigsaw II technique, the ability of students' reading comprehension of eighth grade of SMPN 2 Pontianak in academic year 2012/2013 improved. The students had improved their reading comprehension on descriptive text from each aspect of comprehension. Jigsaw II technique does not only help the students in improving reading comprehension, but also build character such as cooperation, diligence, and responsibility. The technique also teaches the students how to be responsible on the material when all of students have to share the material to their friends. The students' responsibility is showed when the students realize that they had to learn the material well and understand the material to achieve the goal of learning together in group and get success in group. In addition, jigsaw II technique also improved the students'

motivation in learning because their success is recognized by the teacher and all students in the classroom. By group recognition, the students felt their effort is very valuable. Group reward in group recognition made the students more motivation to do better to get the best. Moreover, this technique could change the students from passive students become active in taking part in teaching learning process. This technique makes all of students become active students and brave to share their arguments without being afraid of making mistake because they are supported by their friends.

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